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ABSTRACT

The fundamentals of algebra and algebraic thinking should be a part of the background of all citizens in society. The vast increase in the use of technology requires that school mathematics ensure the teaching of algebraic thinking as well as its use at both the elementary and secondary school levels. Algebra is a universal theme that runs through all of mathematics, and it is a tool required by nearly all aspects of the economy. Many businesses and industries are requiring higher levels of thinking of their employees. This book is a set of essays, each pertaining to a specific aspect of the need to teach the fundamentals of algebra to the entire population. The following papers are included: (1) "The Problem, The Issues That Speak to Change" (Dene R. Lawson) (2) "Prior Experiences" (Hilde Howden); (3) "The Transition from Arithmetic to Algebra" (Richard Lodholz); (4) "Enhancing the Maintenance of Skills" (David J. Glatzer and Glenda Lappan); (5) "Teacher Expectations of Students Enrolled in an Algebra Course" (Ross Taylor); (6) "Instructional Strategies and Delivery Systems" (Franklin D. Demana and Bert K. Waits); and (7) "Communicating the Importance of Algebra to Students" (Paul Christmas and James T. Fey). An annotated listing of resources includes the topics of expectations, equity, learning styles, cooperative learning, practices and programs, funding sources, instructional materials, manipulatives, and computer software. (CW)

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Appendix 15

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